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ABSTRACT

Teaching interns in the Temple program proceed through a 2- or 3-year training cycle which begins with a full-time, 6-week summer session of orientation to teaching for 8 semester hours of graduate credit. Interns accept a full-time, full-salary teaching position in a secondary school and during the first year enroll in the University for supervision and a weekly seminar (4 semester hours of graduate credit). During the second and third years of teaching, the intern enrolls in graduate courses for an additional 18 hours: four required courses on teaching of reading, nature of learning, special subject methods, and the school's role in society plus electives in an academic field or in professional education. Supervision continues, and upon completion of 30 semester hours, 2 years of satisfactory performance as a classroom teacher, and a comprehensive examination, the intern is eligible to receive a Master's Degree in Education. (Included are brief history and objectives of the program; course descriptions and outline of the program of field supervision; information on staff load and development activities; description of organization and administration as they relate to faculty and to student admissions, advisement, and degree requirements; description of equipment and facilities; and enrollment statistics including profile of current student population. SP 003 399 is a related document.) (JS)

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TEMPLE UNIVERSITY

OF THE COMMONWEALTH SYSTEM OF HIGHER EDUCATION

COLLEGE OF EDUCATION

Report on the

INTERN TEACHING PROGRAM

prepared for the

DEPARTMENT OF PUBLIC INSTRUCTION

APRIL 11 - 14, 1967

SP003398

FOREWORD

This report was prepared at the request of the Department of Public Instruction of the Commonwealth of Pennsylvania. The Bureau of Teacher Education has presented the outline to be followed herein. The staff members of the Intern Teaching Program have taken some liberties with this proposed outline. In the main, these changes have consisted of the inclusion of additional information which seems pertinent.

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INTRODUCTION

The Intern Teaching Program's claim to professional integrity lies in its attempt to "become". The staff members of the Program are continually confronting the issues of teacher training. Many of these issues are currently unresolved. The Program is continually engaged in attempting to evolve constructive proposals to overcome these problems.

This report is an attempt to present a "stop action" picture of this ongoing development. The Program is not presented as a well-rounded, completely developed, professional training program. The Intern Teaching Program is clear about the necessity to "become" a better professional organization.

BRIEF HISTORY OF THE INTERN TEACHING PROGRAM

The Intern Teaching Program was established by Temple University in 1954 under a grant from the Ford Foundation's Fund for the Advancement of Education. The Program was initially entitled PILOT STUDY II OF AN EXPERIMENTAL PROGRAM IN TEACHER EDUCATION (E.P.T.E.) and was under the direction of Dr. Joseph Butterweck. The objectives of the new program were stated as follows:

> Pilot Study II of the Experimental Program in Teacher Education is an attempt to determine whether good secondary school teachers can be prepared by a route that is different from the conventional, a route which confines most of the strictly professional aspect of teacher preparation to the time when they have full responsibility as teachers in a school, a route which also involves the school in active cooperative responsibility with the teacher training institution for a period long enough to insure reasonably competent performance on the part of the classroom teachers.[1]

The experimental design of the program compared the quality of teachers prepared by the experimental program with those prepared by the traditional methods of teacher training. The study followed three groups of teachers for three years extending through 1954 to 1959. The Interns were assessed as being at least as competent as the traditionally trained teachers.

In 1957 Temple University assumed the responsiblity for funding and directing the Program. The name of the Program was changed to the Intern Teaching Program for College Graduates. The Program functioned as a separate organization under the direction of the Dean of the College of Education. Dr. Joseph Butterweck continued as Director.

During the years from 1957 to 1960 the Program became well established within the College of Education. Basic administrative patterns and basic course organizations were developed. Staff patterns were changed from split assignments to a limited number of full time staff members working only with the Program. Interns were accepted widely by School Districts of the Philadelphia metropolitan area.

In 1961 the Intern Teaching Program came under the direction

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1. Appendix A Page 17
PREPARING TEACHERS FOR SECONDARY SCHOOLS: Pilot Study II
Dr. Joseph Butterweck, Antioch Press 1959

of the Secondary Education Department of the College of Education and Russell A. Hill became Director of the Program. During the years of 1961-65 the procedures and the course of study of the Program were redeveloped and refined. Strides were made in recruitment, selection, placement, cooperative relationships with schools and the supervision pattern of the Program. Special courses were developed and the context of other courses reformulated. In 1961 a special phase of the Program was developed for the preparation of teachers for slum schools. The size of the program was also increased to a continuing entry group of approximately 100-120 interns.

The Program became the model and source of development for other programs within the College of Education. Three additional distinct programs were initiated by the staff of the Intern Teaching Program: two programs to prepare teachers for Special Education and one program to prepare teachers to teach Junior High Mathematics in slum schools. Presently plans are under way for an Elementary Internship and an internship in Physical Education.

Since 1965 the Program has begun to move in four distinct ways. First, there has been an effort to bring in new staff at the Professorial level. Second, the Program has begun to accent research and scholarly production. One research study is nearing completion and four projects are being formally initiated. Third, specific subject matter competence is being emphasized. Virtually all interns are supervised directly by a staff member who has an expert background in the subject matter taught by the intern. New courses and course sequences are being implemented to further subject matter competence. Fourth, there is a growing emphasis upon the analysis of the teaching act and the definition of behavioral objectives. Interns are taught to define both their own behavior and the behavior of their students in precise action terms.

The summer of 1967 will see the continuing development of these emphases as well as the introduction of television techniques for supervision purposes.

1. OBJECTIVES

A. SPECIFIC OBJECTIVES

The Intern Teaching Program exists within the College of Education of Temple University of the Commonwealth System of Higher Education. The objectives of the Intern Teaching Program are suitably derived from the stated objectives of the College of Education.[2] The objectives of the College of Education are those common to most universities. They are (a) instruction (b) research and scholarly production, and (c) service. The objectives of the Intern Teaching Program key upon these college objectives.

1. INSTRUCTION

The Intern Teaching Program seeks to prepare secondary school teachers to exhibit the following competencies:

a. Interns will perform at least adequately in their role as classroom teachers in their given subject field and in their role as professional school staff members as judged by the employing school district and the staff of the Intern Teaching Program.

b. Interns will exhibit a knowledge of the principles of teaching and learning, a knowledge of a specific subject and its instructional applications and a knowledge of the issues surrounding the role of the public school in American society as measured by examinations and scholarly papers administered and evaluated by the University staff.

2. RESEARCH AND SCHOLARLY PRODUCTION

The Intern Teaching Program seeks to conduct research on the following questions:

a. The nature of the instructional process.
b. Procedure for effective teacher training, and
c. The nature of effective supervision.

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2. Appendix B
Memorandum:
Some Basic Assumptions, Paul W. Eberman, Dean
October 4, 1965

The Intern Teaching Program seeks to make a scholarly contribution (a) by stimulating and participating in the development of other teacher training programs, (b) by the production of teacher training materials, and (c) by the introduction of new procedures and materials to teacher education.

3. Services

The Intern Teaching Program seeks to serve two distinct groups:

a. The Program endeavors to serve the Greater Philadelphia metropolitan area by providing outstanding instructional personnel for schools ranging from the greatly disadvantaged through the affluent suburban to the small rural school.

b. The Program endeavors to serve liberal arts graduates who wish to enter the field of Education by providing a training program which capitalizes upon their strengths and compensates for their particular deficiencies.

Thus, the Intern Teaching Program has three major types of objectives. Only the first of these pertains directly to the preparation of teachers. The major portion of this report will focus upon this objective. However, the reader should be aware that the other objectives of Research and Scholarly Production and Service do exist and they do bear upon the structure, policy, and procedures of the Program.

B. ASSUMPTIONS ABOUT TEACHER EDUCATION

The Intern Teaching Program makes several assumptions about teacher education. These assumptions taken together constitute a philosophical stance concerning the education of teachers. These assumptions are as follows:

1. The program assumes that there are three essential phases of a teacher's education. The first is a breadth of information traditionally called a liberal arts education. The second is a depth of understanding in a specific subject field; and the third is a professional training closely related to classroom experience in secondary schools.

2. The Program assumes that applicants can best acquire a liberal education and a depth of subject matter in their undergraduate colleges and that the best place to train teachers is on-the-job when the individual is involved in the educative processes. Candidates are carefully selected to assure competence in the first two areas. The applicants are then provided with supervised experiences in the field to promote professional growth.

3. The Program assumes that its applicants are seriously interested in becoming teachers and want to devote full time to the task of becoming professionally successful. Courses are geared to the graduate level and are intellectually demanding in time and effort.

4. The Program further assumes that the teaching act can be studied in an analytical manner. Rigorous, logical, psychological, and mathematical concepts are employed to describe and predict the performance of teachers and learners. Candidates are asked to consider this approach to teaching with an open mind.

5. The Program assumes that the best training is problem-oriented. Interns are placed with teachers in schools in the first days of the Program. The problems and perceptions of the students are handled in a case study manner. Theory and principle are applied to specific experiences of the intern. Thus the intern learns to modify his behavior as he works in the school environment.

II. CURRICULUM

A. OVERVIEW OF THE PROGRAM

An intern proceeds through a two or three year training cycle which is designed to facilitate the transition of the intern candidate from layman to schoolman - from college graduate to professional teacher. The program functions in the following manner.

1. An applicant enrolls for a six-week summer session of Orientation to Teaching for which he receives eight semester hours of graduate credit. The student is expected to be available full time during the six weeks.

2. The intern accepts a position the following fall as a teacher in a school with the salary and status accorded other teachers in that district who have similar preparation.

3. During the first year the intern enrolls in the University for supervision as an intern and in a weekly seminar for which he may receive four semester hours of graduate credit. (A fee of $200 per semester is charged during the period of Internship Supervision.)

   After the intern has satisfactorily completed the first year's work, his transcript shows credit for practice teaching. If he returns to his teaching position the second year, he is entitled to his college provisional certificate in the state of Pennsylvania and is regarded as having fulfilled the matriculation requirements for continuation in the Program. Any courses of graduate level recommended by his adviser which have been taken or will be taken hereafter are regarded as applying toward the requirements for the Master's degree.

   If he does not return to his teaching position the second year or fails to receive a satisfactory rating at the end of the first year, credits earned to date under the Program are regarded as of undergraduate value only.

4. During the second and third years of his teaching, the intern enrolls in graduate courses in the College of Education for an additional eighteen hours.

a. There are four required courses. They focus on the teaching of reading, the nature of learning, special subject methods, and the school's role in society.

b. In addition there are six to eight credits of electives which may be taken in an academic field or in professional education.

c. Supervision continues during the second year of the Program.

Many interns require three years to complete the program. However, half or more of the interns are given permission to complete the program in two or two and one half years.

5. In a few cases other graduate or undergraduate courses may be required. These situations may occur when

a. The teacher is preparing himself to teach a subject out of his undergraduate academic field.

b. The teacher does not have the appropriate credits to meet the general education requirements of the state.

Applicants are notified of any such deficiencies before they are accepted.

6. The intern is eligible to receive a Master's Degree in Education when he has met the following requirements:

a. Thirty semester hours of graduate credit with a satisfactory average.

b. Satisfactory performance as a classroom teacher for two years.

c. The passing of a comprehensive examination covering his graduate program.

7. Upon completion of the program, the graduate may remain in the same teaching position. As a rule he has state tenure and has moved up the salary scale of the district where he has been teaching. He also receives a special increment for attaining his degree.

B. SPECIFIC COURSES

A list of specific courses offered as part of the Program is presented below. This list includes courses which are currently required and does not include courses required in the past. The list does not include elective courses. Elective courses may be taken in the University at large and are described in the Graduate Catalog.

1. Required Courses		Credits
Ed. 101	Orientation to Teaching	8
Ed. 163-4	The Teaching Process	4
Sec. Ed. 91-92	Student Teaching	6
Ed. Psych. 131	Principles of Learning	3
Ed. 175	Social Foundations of Education	3
Psych. 195	Psychology of the Secondary School Reading Program	2
2. Methods Course in Major Field		3-9
Note: Interns are required to take at least one methods course in their subject field. English majors are advised to take two or three courses.		
	ENGLISH	
Sec. Ed. 231	Methods and Curriculum in English	3
Sec. Ed. 239	Linguistics for the Classroom	3
Sec. Ed. 232	The Teaching of Composition	3
Sec. Ed. 233	The Teaching of Literature in the Secondary School	3
Sec. Ed. 251	The Teaching of Transformational Grammar	3
Ed. 234	Teaching Approaches to Grammar	3
Ed. 233	Teaching Applications of the Sound System of American English	3
	SOCIAL STUDIES	
Sec. Ed. 245	Methods and Curriculum in Social Studies	3
Sec. Ed. 253	The Teaching of Geography	3
	SCIENCE	
Sec. Ed. 249	Secondary Science Curriculum and Materials	3
Sec. Ed. 255	BSCS Biology	3

MATHEMATICS

Sec. Ed. 263	Newer Programs in Mathematics Education	3
Sec. Ed. 247	Curriculum and Instruction in Mathematics	3

LANGUAGE

Sec. Ed. 241	Curriculum and Methods in Modern Foreign Language	3

3. Electives 1-7

4. Total Number of Courses Required 36

C. COURSE DESCRIPTION

1. Required Courses

Ed. 101 - Orientation to Teaching (8 s.h.)
Mr. D. Anderson, Dr. R. Bingman, Mr. M. Brown, Mr. P. Contini, Mr. R. Currier, Mr. S. Davidoff, Mr. J. Manusov, Miss F. Markowitz, Miss M. Summerfield, Mr. F. Willing

All newly accepted interns are required to participate in a six weeks summer session which requires attendance from eight a.m. to three-thirty p.m. The Program utilizes large group presentations, small group discussions, and individual conferences to present information normally included in the traditional Introduction to Education courses and Educational Psychology.

In addition, the students participate in a practicum which is labeled "Participation-Observation". Members of the Program are assigned to individual teachers in eight centers in the Philadelphia area for a period of four weeks for a period of more than three hours daily for a total of 60 hours plus. During this period, interns participate directly in classroom activities for a minimum of 20 hours and a maximum of 45 hours.

Last year the interns were placed in the following schools: the Pennsbury Schools, the Lower Merion Schools, the Upper Darby Schools, the Norristown Schools, the Penncrest Schools and two schools in the City of Philadelphia - Wanamaker Junior High School and West Philadelphia High School.

The administrators of the suburban schools give assurance that the best teachers have been selected for the summer schools. The City of Philadelphia only accepts applications for summer employment in their summer schools from teachers rated A and B in their school district. Therefore, there is some assurance that the cooperating teachers are a select group.

A full member of the Program staff with the rank of instructor or above is present at all times in the school during the period of "Participation-Observation". This year no supervisor is responsible for more than fifteen interns at any given center. The average is eleven.

A detailed sylabus is available for further information.3 Student evaluations of their perceptions of the summer program are also on file and open for your inspection.

Ed. 163-164 - The Teaching Progess (4 s.h.)
Mr. H. B. Miller, Mr. N. Appelbaum, Mrs. S. Beard, Dr. R. Bingman, Mr. J. Manusov, Dr. I. Farber, Mr. B. Rosenshine, Miss F. Markowitz

The Teaching Process is a basic full year course designed specifically for the beginning intern teacher. Topics are organized sequentially calculated to deal with problems interns face and to enhance learning situations which can be developed in the interns own classroom. While initially the seminar deals with the "reality shock" faced by the teachers, a series of basic teaching strategies are soon explored. Other appropriate topics are covered during the first semester. These are: test construction, working with the slow learner, and analysis of verbal teacher behavior.

Emphasis during the second semester is on giving the intern a broader view of his teaching role. Subject area seminars are held. Educational research as a source of teaching knowledge is examined.

Eight seminar leaders work with more than one hundred interns. This has led to experimentation on part of staff with flexible grouping. Physical facilities, audio visual equipment, and budgetary consideration support the variety of activities.

3. Appendix C. Summer Orientation Program

A detailed description of this course is included in Appendix C[4].

Sec. Ed. 91-92 - Student Teaching (6 s.h.)
All Supervisors.

All interns are enrolled in 91-92 the first year and supervision each semester of the second year. These courses focus upon the field experiences of the interns as they proceed throughout the first two years of the Program. These courses are not considered to be separate and distinct but rather a continuous two year supervised field experience. The field supervision phase of the Program is described in detail in Section D--"Program of Field Supervision".

These courses or their equivalent are required:

195e. Psychology of the Secondary School Reading Program (2 s.h.)
A basic course for all secondary students interested in this phase of psychology and education. Topics to be covered include the psychology of the reading process, trends in reading instruction, directed reading activities, determining student needs, word analysis, comprehension, and reading activities in the content subjects. Recommended for secondary school administrators as well as classroom teachers.
D. Olshin, B. Levin

131e. Principles of Learning (3 s.h.)
Prerequisite, at least one course in Psychology.
Accepted principles of learning and their implications for structuring and managing the learning situation and evaluating the results.
R. Napier, A. Seltzer, S. Shirk

175e. Social Foundations of Education (3 s.h.)
The analysis of social concepts in relation to current issues in social and educational policies. With permission of adviser, this course may be taken by graduate students to meet the certification requirement for which undergraduates take Ed. 1.

Interns are required to take one methods course in their subject field. English interns are advised to take two or more courses.

4. Appendix C The Teaching Process

ENGLISH

Ed. 235. Classroom Techniques in Oral Interpretation (3 s.h.)
Methods of oral interpretation and instruction; introduction to appreciation and expression oral sound of exposition, fiction, poetry, drama; oral practice and performance; choral reading; classroom teaching techniques, K-12.

This is not a speech course but rather an introduction to methods of classroom handling of oral aspects of literature. It would not duplicate Speech 111. Speech for the Elementary School Teacher. (3 s.h.)
C. Lefevre

Ed. 233. Teaching Applications of the Sound System of American English (3 s.h.)
A practical introduction of English phonology: basic sounds and spelling; grammatical inflections and derivational affixes; intonation, stress, pitch, pause; applications to classroom instruction in reading, composition, speaking, listening, K-12

(This is not a course in speech but rather in fundamental aspects of English structure that profoundly affect the teaching of English language arts.)
C. Lefevre

Ed. 234 Teaching Approaches to Grammar (3 s.h.)
An introduction to the history of grammar as a teaching device, from ancient times to the present; the development of English and American grammars - common school grammar: traditional, structural, transformational grammars; classroom applications, K-12.

(This is not a course in how to teach grammar. It is an historical and philosophical course dealing with the principal grammars, their development, and some of their uses).

231e. Curriculum and Methods in English (3 s.h.)
Prerequisite, appropriate academic courses and consent of the adviser.
A course designed for in-service teachers, which deals with methods, materials, and curriculum in the teaching of English.
S. Wehr

232e. The Teaching of Composition (3 s.h.)
Course designed to examine the kinds of writing expected of pupils in junior and senior high schools; the motivation of student writing; correction and follow-up;

lay-reader programs; use of audiovisual devices in composition; relationship of spelling, punctuation, and grammar; means for sharing student writing, etc.
S. Wehr

233e. The Teaching of Literature in the Secondary Schools (3 s.h.
Designed to acquaint junior and senior high school teachers with contemporary literature for adolescents. The course will include a broad survey of this field of literature, attention to specific books in their fields as well as the development of general reading programs.
S. Wehr

239e. Linguistics for the English Classroom (3 s.h.)
Designed to (1) acquaint students with the nature of linguistics itself; (2) provide a thorough understanding of the English language and its grammar based upon the recent structural linguistic analysis of the language; (3) demonstrate the application of structural linguistics in the teaching of English.
S. Wehr

251e. Teaching of Transformational Grammar (3 s.h.)
This course is designed to assist the classroom English teacher and his supervisor in understanding the nature of transformational grammar and its place in the curriculum and instruction in the schools. Techniques for teaching this newest grammar will be examined along with instructional materials.
Students' attention will be directed toward finding ways of introducing transformational grammar into their programs.
S. Wehr

MODERN FOREIGN LANGUAGE

241e. Curriculum and Method in Foreign Languages (3 s.h.)
Prerequisite, appropriate academic courses and consent of the adviser. Designed for in-service teachers dealing with methods, materials, and curriculum in the teaching of foreign languages.
E. Sandstrom

SOCIAL STUDIES

245e. Curriculum and Method in Social Studies (3 s.h.)
Prerequisite, appropriate academic courses and consent of the adviser. A course, designed for in-service teachers, which deals with methods, materials, and curriculum in the teaching of the social studies.
W. Gandy

253e. The Teaching of Geography (3 s.h.)
A survey of those teaching procedures that are pertinent to geography content and a review of geographic material useful in teaching geography at the high school level.
W. Gandy

MATHEMATICS

247e. Curriculum and Method in Mathematics (3 s.h.)
Prerequisite, Mathematics 105 or Mathematics 111 or the equivalent.
A course designed for the in-service teacher of mathematics. Emphasis is divided between modern mathematics concepts and curriculum and method in mathematics.
J. Rudnick

SCIENCE EDUCATION

249e. Secondary Science Curriculum and Materials (3 s.h.)
Prerequisite, undergraduate science education course.
A course designed for in-service teachers which deals with methods, materials, and curriculum in the teaching of science in secondary school.
D. Roberts

Interns are free to select the remaining two to seven credits of electives from the University at large as long as the courses selected are at the graduate level and have some valid relationship to the specific interns teaching role.

D. PROGRAM OF FIELD SUPERVISION

Supervision as defined by the Program has moved away from early educational motions of inspection and evaluation along lines of "good" and "bad" teacher toward one in which the teacher is viewed in a process of becoming more effective. Therefore, the role of the intern teaching supervisor is one of helping the teacher improve in performance.

So close is the process of supervision to the heart of the program that each staff member spends considerable time in working on a one-to-one basis with intern teachers. In this way, the program maintains a direct relationship with each intern. The presence of a staff member in the classroom is tantamount to an extension of the university.

1. Objectives of Supervision Program

a. The primary objective of the supervision program is to provide a means for the intern to develop into an excellent teacher by

1. assisting the intern in building desirable attitudes toward students and toward teaching.

2. helping the intern become aware of differing capabilities of students.

3. aiding the intern in the appropriate selection and mastery of teaching strategies.

b. A parallel objective of the supervision program is to blend the intern's subject area competency with teaching skill by

1. helping the intern plan realistically on a daily, weekly, intermediate (unit), and semester basis.

2. assisting the intern in the selection, creation, and use of instructional material.

3. aiding the intern in building methods of evaluating results of his teaching.

c. A further objective of the supervision program is to stimulate a desire on the part of the intern for self-improvement by

1. assisting the intern in devising and using feedback devices to assess his performance.

2. creating a desire in the intern to form hypotheses about teaching with the subsequent researching and testing of these educational hypotheses.

3. encouraging the intern to attempt ideas that are new to the intern or in the forefront of our educational experience.

d. An objective of the supervision program for the experienced intern is to foster a sense of educational leadership in the intern by

1. sparking the intern to make contact with professional organizations by attending meetings, readin literature, and writing for appropriate journals.

2. encouraging the intern to participate in or take responsibility for extra-curricular activities, and other school tasks.

3. encouraging the intern to participate in special workshops, programs, and seminars within and beyond his school or school district.

2. General Organization

Each intern is supervised a minimum of fifteen times per semester for a period of two years. Each supervisory episode is approximately two hours and consists of both observation and conference. In practice, a close relationship is built up between intern and supervisor and additional contact is encouraged by both phone at home and further conference on campus.

3. Supervisory Patterns

Since the behavior of an intern is considered developmental, the supervisor proceeds with the intern teacher along a discernible pattern. While the situation requiring attention of the supervisor will vary from intern to intern, a general trend may be determined. The supervisor initially deals with the changing perceptions of an intern regarding his role as a teacher in an affective manner. Gaining the confidence of the intern in his role as helper, the supervisor can offer the intern quantifiable information concerning his teaching behavior. At this time, the intern is able to accept ways of improving performance.

Unique to the Intern Teaching Program is the requirement of a second year of supervision. By the beginning of his second year the intern teacher has been able to internalize many of the problems previously faced. He can now confidently project a style of management, control, and instruction that carries well to the class. In performance, he may become satisfied with what he is doing and somewhat loathe to change. It is at this point that supervision during the second year becomes crucial.

The supervisor has the same area of subject specialization as the intern. He concentrates on specific ways the intern can develop his subject. He encourages the intern to experiment with alternate ways of presenting material. The supervisor stimulates the intern to go beyond the classroom by taking new responsibilities in the school, be it initiating new programs or taking over old ones. It is also during the second year that the horizons of the intern are raised by the supervisor. The supervisor seeks to involve the intern in professional activities in such a way that the intern can see a way in which he can have an impact on education.

4. Tools of the Supervisor

Basic to the work of the supervisor is the setting. The classroom may be perceived as the laboratory. The conference conducted in the confines of the school keeps the supervisory help on a realistic level focusing on tasks related to teaching

If we use the laboratory model, the supervisor must provide data for the intern in as quantitative a manner as possible. Here are some of the measuring tools used:

a. Analysis of teacher's verbal behavior--Staff members have been trained in the Flander's system of Interaction Analysis and/or OScAR (Observation Schedule and Report-Medley). This is used in discussing the verbal behavior of the teacher.

b. Use of tape playbacks--Where facilities in the school are available, video-tapes (or tape-recorders for oral playback) are used to give an intern a picture of current performance.

c. Micro-teaching is being developed as a means of improving instruction.

d. Supervisors help interns design pupil questionnaires, pre-test, post-test quizzes to measure both performance of the teacher and achievement of pupil.

E. CHARACTERISTICS OF GRADUATE COURSES

All the courses offered are considered to be graduate level courses as defined by general practice in the Graduate School of Temple University.

B. Maximum Load of Instructors

The load formula of the College of Education is as follows:

Graduate faculty teach nine semester hours
Under-graduate faculty teach twelve semester hours

The typical University graduate faculty member teaches three 3 credit courses.

The supervision load formula of the Intern Teaching Program equates the supervision of one first or one second year intern with one semester hour credit. The typical supervisor in the Intern Teaching Program will supervise twelve interns or will teach a two credit course and supervise ten interns. Some staff members are given credit hours for administrative functions. At the present time all staff members are working within this formula.

C. Staff Development Activities

A staff member is selected because he brings specific competencies to the Program. He may be highly skilled in SMSG mathematics, experienced in working with beginning teachers, or possessing talents in administration. The program aims to use these competencies to enhance what it offers to its students. This requires continuous development of each staff member.

An ITPCG staff member must "wear many hats" as a member of the program. The prime role is supervisor. Other tasks include the roles of adviser, seminar leader, recruiter, screening participant and placement agent. As a staff member participates in the discrete activities of the program he develops a knowledge of the total program.

Recognizing this, training time is budgeted as a sound investment. All staff members are involved in a continuous training program which varies in many ways.

1. New staff members are paired with experienced staff members in many different activities. These pairs of staff members participate in recruitment on other campuses, interviews with prospective interns, decisions concerning the selection of intern applicants, and evaluation of the comprehensive examinations. In this manner, new staff members learn the operational details of the program and are often able to make valuable contributions.

2. New staff members meet periodically to consider specific phases of the Program. They discuss policies concerning grades, course hours, supervision, and examinations. New staff members are encouraged to raise questions and concerns for consideration and resolution.

3. Each staff member meets with the Director or another designated member to review his own work progress. Again emphasis is placed on the process of helping the staff member become more proficient in his tasks.

4. A Supervisor's Study Group under the leadership of Dr. Arthur Blumberg, Department of Education Psychology has been organized. Five full day meetings have been planned for the spring semester 1967.[4]

5. Invited speakers often meet with the entire staff. (Recently Dr. James McClellan, Foundations of Education Department, presented a paper. Dr. Robert Soar, University of Florida, reviewed some findings as a result of using the MMPI with in-service teachers.)

6. The entire staff is involved in staff meetings of the Curriculum and Instruction Division, the College of Education and the University. In addition they participate in the faculty seminar sponsored by the College of Education where speakers such as Robert Sarnoff appear.

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4. Appendix D. Supervised Research Training

IV. ORGANIZATION AND ADMINISTRATION

A. As it relates to Faculty

The Director of the Program is responsible to the Chairman of the Curriculum and Instruction Division for administrative policies and personnel. The Director of the Program is responsible to the Dean of the College of Education for the financial budget.

Instructional policies and programs for the Intern Teaching Program are developed through the existing structural units of Temple University and of the College of Education. The relevant units for the Intern Teaching Program are:

1. Division of Curriculum and Instruction Standing Committees.
2. College of Education Committees
   - Graduate Committee
   - Administration Committee
   - Instructional Materials and Library Committee
   - Research and Development Committee
   - Student Teaching, Internships and Laboratory Experience Committee
3. Graduate Faculty of the College of Education
4. Graduate Board of the Graduate School of Temple University

The development of policies affecting the Intern Teaching Program or the development of new graduate courses may be initiated at the departmental-divisional-college level or at the college committee level. Irrespective of point of initiation, all proposals for policy and program changes must be considered at both levels before recommendations for change may be submitted to the Graduate Faculty of the College of Education and to the Graduate Board of the Graduate School for their approval. In brief, the Intern Program recommends policy and program changes to the appropriate Curriculum and Instruction Division Committee. This committee in turn recommends to the appropriate college committees; college committees recommend changes to the Graduate Faculty of the College of Education and to the Graduate Board of the Graduate School. The final decision point in matters of graduate policy and programs is vested in the Graduate Board, subject to review by the Dean of the Graduate School and the Vice President for Academic Affairs.

The key college committee in this process is represented by the Graduate Committee (formerly called the Graduate Council), since most broad policy and major program matters pertaining to graduate teacher education would be referred to this committee. The basic purposes of the Graduate Committee have been explicitly defined and approved by the Graduate Faculty of the College of Education as follows:

The Graduate Council of the College of Education is the established agent of the graduate faculty of the college to develop and maintain graduate programs of high quality within the general purposes and limits of the college and of the Graduate School at Temple University.

Its major functions are:

1. To recommend to the Graduate Board new graduate programs to be offered in the college.

2. To establish policy and procedures for the selection and admission of students into graduate programs of the college.

3. To establish criteria to be met by candidates for graduate degrees and to recommend successful candidates to the Graduate Board for degrees.

4. To review departmental recommendations for appointment to the graduate faculty. The action to be taken is considered advisory to the Dean. Appointment to the graduate faculty is handled through the Office of the Dean.

5. To approve graduate courses which are to be taught by the departments within the college.

6. To provide leadership in recommending or initiating programs, standards, policies, and facilities for graduate instruction and research.

The membership of the Graduate Committee consists of the following:

Dean, College of Education
Associate Dean of the Graduate School of Education
Seven members elected to three-year rotating terms by the Graduate Faculty of the College.
Three representatives of the graduate faculty outside Education representing humanities, natural sciences and mathematics, and social sciences appointed to three-year rotating terms by the appropriate deans of other colleges.
Five members of the Graduate Faculty of the College of Education who hold membership on the Graduate Board, two of whom are elected and three of whom are appointed by the President as members-at-large.

Operationally, the Graduate Committee facilitates its work through the use of four sub-committees which report to the total committee: Admissions, Core Requirements and Examinations, Programs and Courses, the Student Status.

Certain metters of policy and program affecting the Intern Teaching Program are very occasionally referred to the Administration Committee, the Instructional Materials and Library Committee, the Research and Development Committee, and the Student Teaching, Internships and Laboratory Experiences Committee in terms of their particular functions which have been previously spelled out in Chapter 4, section 2 of this report. For example, proposals for instituting or reconstituting an internship would be considered by the Student Teaching, Internships and Laboratory Experiences Committee. In essence, however, the role of these committees is a relatively minor one in

the overall development of policy and program for graduate teacher education, with the major and overriding role being assumed by the Graduate Committee. Where necessary, when committee functions overlap with respect to a given matter, consultation between committees would take place.

The Graduate Committee reports to the Graduate Faculty of the College of Education those actions which it is prepared to recommend to the Graduate Board. For the most part, this reporting serves an informational purpose. However, the Graduate Faculty may take action to refer matters back to the Graduate Committee, if there is majority disagreement with policy and/or program to be recommended.

The College of Education and its divisions and departments which offer graduate programs are an integral part of the overall Graduate School of Temple University and are ultimately responsible to the Graduate Board of the Graduate School in the development of policies and programs for graduate teacher education. Thus, the key decision-making agency for all graduate education at Temple University is the Graduate Board, the membership of which consists of the following:

Dean of the Graduate School who serves as permanent chairman.
Thirteen elected members of the Graduate Faculty of the University distributed by colleges as follows:

Tyler School of Art (1), School of Business Administration (2), School of Communications (1), Dentistry (1), Education (2), Law (1), Liberal Arts (2), Medicine (1), and Pharmacy (1).

Nine members of the Graduate faculty appointed at large by the President. For these members, no distribution by colleges is specified. At present, at-large members include 1 from Business Administration, 3 from Education, 4 from Liberal Arts, and 1 from Medicine.
Three deans elected to the Board by the Deans committee of the University.
Four ex-officio members including associate deans for graduate programs from Education, Liberal Arts and Medicine, and one assistant dean from Business Administration.

At present, the College of Education has seven representatives on the Graduate Board including two elected graduate faculty members, three appointed graduate faculty members, the Dean, and the Associate Dean of the Graduate School for Education.

1. The Graduate Board has the following defined functions:

   a. Approves minimum standards of admission appropriate to all curricula offered in the Graduate School.
   b. Approves new graduate programs and recommends permission to grant degree, not as yet conferred by divisions of the University.
   c. Develops criteria to help colleges and departments establish graduate programs.

The approval by the Graduate Board of new programs or substantive changes made to old programs is subject only to the veto of the University administration. Veto may come about because of budget limitations, conflict of interest, or physical limitations.

2. Pictorially, the organization for the development of policy and programs for graduate teacher education looks like this:

(See Figure #1)

B. As it Relates to Students

1. Admissions Policy

There are three phases involved in the Intern Teaching Programs Admissions policy:

1. Pre-screening
2. Screening Day
3. Final Selection

Each of these phases is described below.

Pre-screening

An applicant must meet four basic qualifications in order to be eligible for consideration as a candidate for admission.

1. He must be a liberal arts graduate of an accredited college or university.
2. He must have earned sufficient credits in a major field of specialization (English, foreign language, sciences, math or social studies/history-government) to meet certification requirements in Pennsylvania.
3. He must have taken 60 hours of general studies.
4. He must have a cumulative grade point average of at least 2.5.

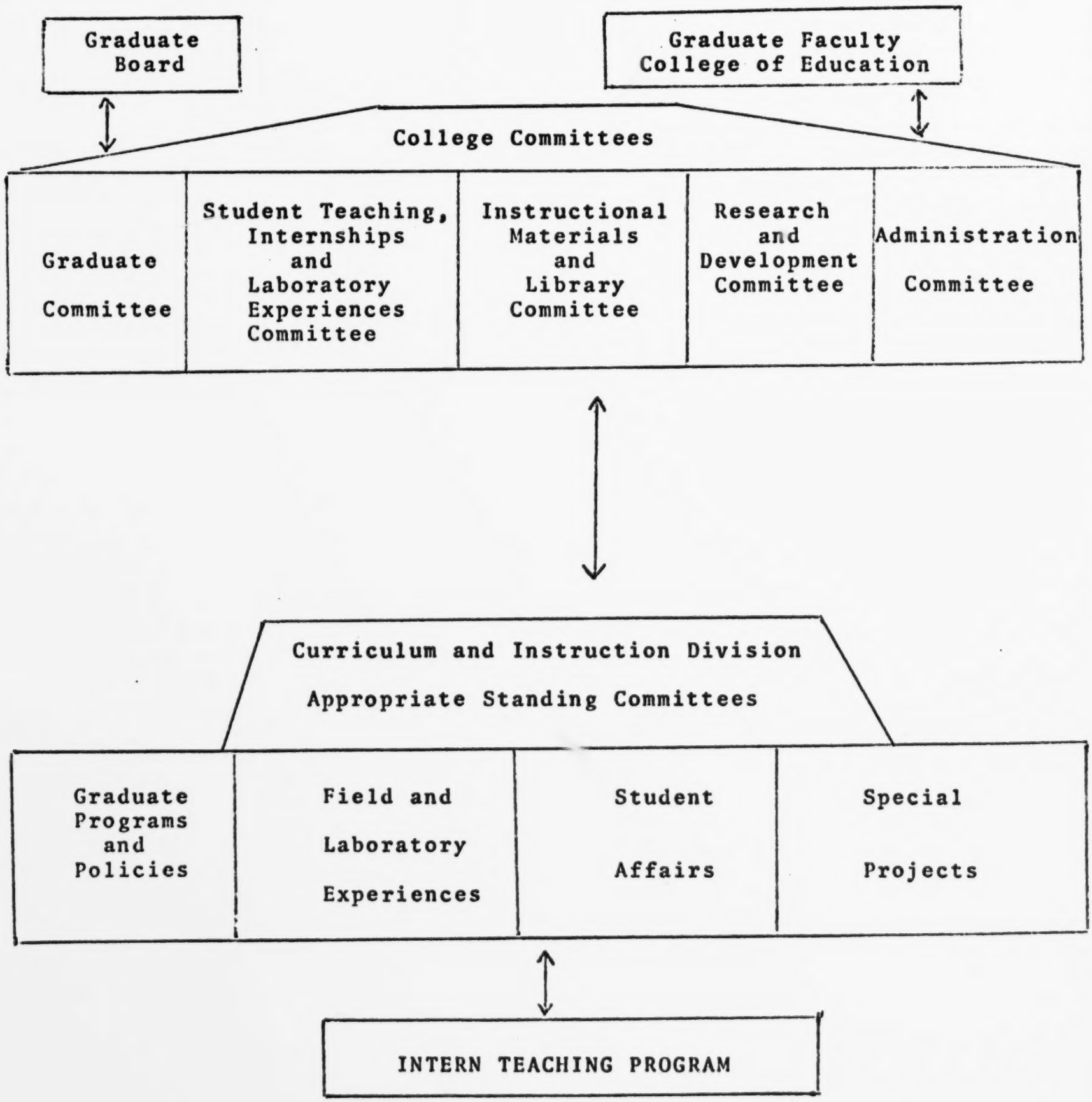
These four criteria are guidelines serving as a basis for invitation to a screening day.

Screening Day

Among the many important purposes of the screening day is the opportunity to provide candidates with comprehensive information about all phases of the program. Since the candidates have already met a number of the basic qualifications for admission by the time they are invited to screening, it is felt that this is the point where questions, doubts, problems concerning their futures as interns should be clarified.

Figure #1

Organization for Development of
Policies and Programs for
The Intern Teaching Program



There are 10 screening days held each year. All staff members participate in these sessions at one point or another and they are able - in formal and informal situations - to get to know the candidates. A number of varied activities characterize the screening day.

1. Informal coffee hour. The day begins with an ice-breaking coffee hour during which candidates are greeted by staff members and get to meet each other.

2. Testing. The Henmon Nelson Intelligence test and the Minnesota Multiphasic Personality Inventory are administered.

3. Film presentation. A film prepared by a staff member presents candidates with a realistic picture of available training positions. Each candidate is asked to choose, tentatively, the type of training position he would prefer.

4. Luncheon and slide presentation. During the luncheon, informality is again the keynote. Staff members answer questions raised about the program and pose questions of their own to the candidates. A slide presentation includes a history of the program, an explanation of its rationale, a description of the summer session, and a discussion of the operation of the program during the first year of the internship.

5. Personal interview. Each candidate has a half hour personal interview with a staff member during which he can more intimately broach problems, raise questions, and discuss his ideas and goals. Each staff member writes an evaluation of the individuals interviewed.

Before the candidate leaves, he has the opportunity to tour the campus and to evaluate the day's activities.

Final Selection

Within two weeks of each screening day, a final decision on each of the candidates is made. A committee of five staff members - 3 permanent members and 2 revolving memberships - carries out this procedure.

1. Independent decision-making. All relevant information available on each candidate is studied independently by each committee member and decisions are made.

2. Full committee meeting. When independent judgments are compared at this point, there is often full agreement. In cases of disagreement, the data is restudied and discussed until a decision is reached.

3. Re-interview. In a few cases questions arise which necessitate inviting a candidate for a re-interview before a final decision is made.

4. Notification of candidates. Within three weeks of screening day, candidates are notified concerning final selection decisions.

5. Visits to a disadvantaged school. Those individuals who have been accepted into the program and are interested in teaching in a disadvantaged school are given the chance to spend a day in such a school - observing, talking with students and teachers and meeting the principal.

2. Advisement Procedure

Individual advisement is an integral part of the Intern Teaching Program beginning during the screening process and continuing through and beyond graduation. While the procedure is an on-going process, the nature of the advisement changes as the intern progresses through the program.

During the Screening Process

At this point the limited counselling may focus upon the following points.

1. Courses required for certification eligibility.
2. Useful courses for a final semester of undergraduate work might be suggested.
3. Finances, travel and living accomodations.
4. The candidate's possibility of admission to the program and possible alternative opportunities.

Placement and the First Summer

The Program's placement coordinator and the summer school staff advise on an individual basis concerning:

1. Placement in suitable training positions[5]
2. Arrangements for an evaluation of interviews with school administrators.
3. Proper summer school training positions.

During the Internship Period

The supervisor who visits the intern on a weekly basis becomes the first line of advisement as the teaching experience commences. Throughout this two or three year period interns are advised concerning:

1. Registration procedures.
2. Course work.
3. The comprehensive examinations.[6]
4. Special problems or special interests.
5. Academic and employment success and failure.

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5. Appendix C. Training Position Preference.
6. Appendix C. Notes on the Comprehensive Examinations.

Post-graduation Advisement

Information concerning advanced study or career openings in specialized fields is discussed during interviews with interested graduating and former interns. Special efforts are made to place the most promising graduates in leadership positions.

3. Degree Requirements

There are three degree requirements. They are:

a. Successful completion of thirty-six credit hours which are in accord with the policies of the Graduate School and the Intern Teaching Program.

b. Satisfactory performance as a classroom teacher for two years.

c. Successful passing of a comprehensive examination covering the graduate program.

As interns approach the end of their course work at the end of two years or more, they apply for permission to take the comprehensive examination required for the Master's degree. At this time their record is reviewed.

The determination of whether course requirements are met is generally a matter of tabulating the courses and course grades recorded upon the University transcripts of the interns and checking for compliance with requirements. Interns are informed if they have any deficiencies and are encouraged to make them up.

The teaching performance of the intern is also reviewed at this time. The Program Director and Program staff review the anecdotal records submitted by the supervisors who have been working with the interns in the schools. The supervisor currently working with the intern is also asked to make a recommendation concerning the candidate's success in teaching. If this recommendation is positive and the anecdotal records are positive, the intern is adjudged to have performed successfully on-the-job. If these two criteria are met, the Intern Teaching Program recommends to the office of the Graduate School that the intern be considered for graduation and be allowed to take the comprehensive examination.

The comprehensive examination is constructed and evaluated by members of the College of Education staff. The examination is actively administered by the Graduate School office. The purpose of the examination is twofold:

1. To determine whether the individual intern can express an intellectual grasp of the psychological, sociological, and philosophical issues in education;

2. To determine whether the Intern is capable of expressing intellectually a reasoned view of procedures to be used in concrete classroom teaching situations: can he cite evidence gained from specific research and the general writing of prominent figures in education to support his views?

Prior to the examination (given three times a year) several advisement procedures are available to Interns. Individual supervisors, as part of their duties, meet with Interns and outline a suggested plan of study. They indicate the main lines of thought to be pursued by Interns in preparing for the examination. In addition, a general meeting of individuals intending to take the examination is held six weeks to two months prior to the examination date in which the director of the examination amplifies the suggestions of the supervisors and answers specific questions.

Frequently a number of Interns form study groups prior to the examination. These groups enable Interns to pool materials, sources, books, reports, etc. According to many Interns, the most important benefit gained from these study groups is the heightened learning stemming from interaction among members of the group. For many Interns the study group affords an opportunity to synthesize ideas and clarify viewpoints in a way that would be impossible if they had studied alone. Some Interns, of course, function better as individuals and their grades do not necessarily suffer for having worked alone.

Advisement procedures do not end with the examination. Those who fail meet individually with the director of the examination and their individual test responses are discussed in detail. Reasons for failure and suggestions for improvement are made clear. It is fair to say that in most cases Interns taking the examination a second time perform significantly better on the second occasion. The examination may not be taken more than twice.

The examination is organized and/or prepared by the Intern Teaching Program. It consists of five essay type questions with one hour allotted for a response to each question. Three of the questions are in the following areas and are based on specific courses. The areas are theories of learning, social foundations of education, and curriculum and methods in specific subject fields. The questions are written by members of the departments responsible for each area.

Two questions, with one hour allotted for each response, are written by the Intern Teaching Program staff. These two questions are focussed on specific classroom instructional practices. Students are asked to bring evidence to bear on how to deal with a wide variety of problems: discipline, motivation, homework, drill, lesson planning, etc. Frequently one of the questions is "open-ended". That is, Interns are afforded an opportunity to draw on their experience and knowledge to answer a question to which there is no "correct" answer. The intent of this question is to determine if Interns are capable of making reasoned judgments about classroom procedures that go beyond intuition and "folk practices." The second question often is specific and requires Interns to provide limited and restricted replies.

The first three questions are graded by members of the departments which prepared the questions. The final two questions, of course, are graded by the Intern Teaching Program staff. Grades are given in view of the limited time permitted for responses. Criteria for judging responses include reasonable ability to express ideas in sentences and paragraphs, reasonable reference to specific sources, a reasonable display of factual knowledge, and an ability to determine the main point of a question and respond accordingly. An occasional Intern misinterprets a question or interprets it in a way not intended by the writer of the question. Allowance is made for such responses if the Intern is able to produce reasoned evidence for his response.

Grades for all five questions are collated by the Intern Teaching Program staff. They are computed on the following basis: A, four points; B, three points; C, two points; D, one point; F, no points. A passing grade, according to the rules of the College of Education, is a 1.7 average. An average of 3.0 or better is considered a basis for passing an Intern with distinction.

The names of those who pass are submitted to the Graduate Committee of the College of Education with the recommendation that they be awarded the Masters' Degree of Education. The Graduate Committee makes the final decision concerning the awarding of the degree.

V. EQUIPMENT

A. Building, Classroom Facilities and Laboratory Equipment

The Intern Teaching Program is housed in Ritter Hall, which was constructed for Temple University by the General State Authority at a cost of $2.3 million. The building is completely air-conditioned and contains 117,000 square feet of space. The total building consists of a classroom wing and an office wing connected by a building link containing seminar and conference rooms, a secretarial lounge and student activities rooms. A faculty lounge and a student lounge have been provided. It houses an auditorium with a seating capacity of 320 and a conference room seating 200, which also may be subdivided into three smaller areas.

1. The classroom wing contains 10 general classrooms and two areas capable of being subdivided for multipurpose use. Classrooms are wired for television reception and TV monitors are available in 12 classroom locations. Portable lecterns with amplifiers and audiovisual equipment are available. Furnishings include wall mounted blackboards and bulletin boards, lecterns, writing arm chairs and/or tables suited to seminar use.

2. The offices of the Intern Program are located in Ritter Hall. One faculty office is equipped with desk, conference table, chairs, four file cabinets and wall mounted bookshelves, for the director. Three individual faculty offices are furnished with desk, chair, two file cabinets and wall mounted bookshelves. Three multiple office areas housing four to eight personnel are equipped with desks, chairs, file cabinets and bookcases. Telephone service is provided by a Centrex direct-dial system with intercepting message centers located in the adjacent secretarial areas. Typewriters and dictating equipment are available.

3. The specialized laboratories in the classroom wing include facilities devoted to special education, science education, art education, social studies education, English and language arts education, human development, programmed learning, educational research, and the study of group processes. Each of these laboratories contains special equipment pertinent to its assigned function. For example, equipment for the performance of science experiments is available in the elementary and secondary science laboratories. A small stage is a feature of the language arts laboratory. Computer equipment and individual study carrels are available in the educational research laboratory. The business education laboratory contains a special sound system designed to individualize instruction in the taking of stenographic dictation.

4. Observation facilities are provided via one-way mirror glass in several different areas of the classroom wing. Students may observe groups at work in the human development, group process, and special education laboratories.

5. Two full-time secretaries are employed. In addition, the secretarial-clerical staff is augmented through outside secretarial service agencies. Secretarial areas are furnished with L-shaped desks, swivel chairs, work tables and file cabinets. Full-time secretaries and typists use late-model electric typewriters. A general use workroom in the Office of the Dean is equipped with two electric mimeograph machines, an electric spirit duplicator, a Thermofax copier and a Xerox 914 copier, paper folder and an addressograph machine to supplement the services provided by the University's central duplicating department.

B. Library Resources Available

1. Paley Library

"The total number of volumes in the University Libraries as of June 30, 1966 was 730,791 volumes. The figure for total number of titles held is not available.

"An estimate of the total number of volumes in the L class, which is the Education section of the Library of Congress classification is 25,000 volumes. This does not include materials or textbooks of direct or indirect use to students in professional education courses which are classed in other subject areas: e.g., history, political science, economics, statistics, etc. . . The entire Paley Library collection is available to students in professional education courses."

2. The Instructional Materials Center in Ritter Hall

"The Instructional Materials Center contains a collection of both book and non-book materials in the field of education. It is organized according to standard library practice. Adaptations are made whenever necessary to adjust to the needs of the faculty and students using the Center.

"The following specific types of materials are to be found in the Instructional Materials Center: textbooks in all subject areas, grades K-12, supplementary collection of juvenile books, select group of periodicals, curriculum guides, pamphlets, filmstrips, records, slides, tapes, transparency materials and realia (three-dimensional instructional aids) and sample tests."

3. Professional libraries maintained by individual school districts.

a. Philadelphia - Pedagogical Library

Philadelphia's Board of Education maintains a professional library which contains such materials as sample textbooks, course guides, units of study, files of professional journals, current literature in the field of education, etc. In addition, maps, globes, picture files and exhibits are available. A monthly newsletter describes recent acquisitions.

b. Suburbs

Many suburban school districts maintain small, but well-used professional libraries in which are housed recently published books dealing with many phases of education, professional journals, curriculum guides, etc. Often, the teachers in the school district are urged to suggest possible acquisitions.

4. Proximity of other facilities

a. The Philadelphia - Logan Library is available for use by Graduate Students of the College of Education.

b. Regional audio-visual and library centers are open to Interns by virtue of their employment in area schools.

VI. ENROLLMENT

A. Number of students currently matriculated for a graduate degree in education (divided, if possible, by areas of specialization (major)

Total	228
English	53
Social Studies	34
Mathematics	30
Gen.Science	33
Biology	14
Chemistry	12
Foreign Language	26
Home Economics	3
Art	5
Music	2
Business	6
Core, Related Studies, Common Learnings	7

B. Number of students registered during the last twelve months in each of the courses offered.

There are three basic types of courses. The first type of course is directly responsible to the administration of the Intern Teaching Program. Only interns are enrolled in these courses.

The second type of course is a required course administered by other departments in the University. These courses are open to all graduate students. Thus, the enrollment figures reflect not only Intern enrollment but the University at large.

The third type of course open to interns is the electives which are open to the University at large. There is a tremendous variety of courses available for electives. This wide range of possibilities precludes listing. Therefore, the enrollment figures are not included for these courses in this report.

Course #	Title	# Sections	Enrollment
Ed. 101	ORIENTATION TO TEACHING D. Anderson, R. Bingman, M. Brown, P. Contini, R. Currier, S. Davidoff, J. Manusov, F. Markowitz, M. Summerfield, F. Willing	10	106
Ed. 163-4	THE TEACHING PROCESS H. B. Miller, N. Applebaum, S. Beard, R. Bingman, J. Manusov, I. Farber, B. Rosenshine, F. Markowitz	8	103
Sec. Ed. 91-92	STUDENT TEACHING All Staff		103
Ed. Psych. 131	PRINCIPLES OF LEARNING Napier, Seltzer, Shirk	3	61
Ed. 175	SOCIAL FOUNDATIONS OF EDUCATION Soffin, Holtzman, Nelson	4	137
Psych. 195	PSYCHOLOGY OF THE SECONDARY SCHOOL READING PROGRAM D. Olshin, B. Levin	3	114

METHODS COURSE IN MAJOR FIELD

ENGLISH

Sec. Ed. 231	Methods and Curriculum in English S. Wehr	1	39
Sec. Ed. 239	Linguistics for the Classroom S. Wehr	1	43
Sec. Ed. 232	Only offered second semester The Teaching of Composition		
Sec. Ed. 233	The Teaching of Literature in the Secondary School C. Lefevre	1	29
Sec. Ed. 251	The Teaching of Transformational Grammar Only offered second semester		

Ed. 234	*TEACHING APPROACHES TO GRAMMAR		
Ed. 233	*TEACHING APPLICATIONS OF THE SOUND SYSTEM OF AMERICAN ENGLISH		

*New courses to be offered next year

	SOCIAL STUDIES		
Sec. Ed 245	METHODS AND CURRICULUM IN SOCIAL STUDIES W. Gandy	1	35
Sec. Ed. 253	THE TEACHING OF GEOGRAPHY Only offered second semester		
	SCIENCE		
Sec. Ed. 249	SECONDARY SCIENCE CURRICULUM AND MATERIALS D. Roberts	2	45
Sec. Ed. 255	BSCS Biology Only offered second semester		
	MATHEMATICS		
Sec. Ed. 263	NEW PROGRAMS IN MATHEMATICS EDUCATION E. Howell	1	16
Sec. Ed. 247	CURRICULUM AND INSTRUCTION IN MATHEMATICS Only offered second semester		
Sec. Ed. 241	CURRICULUM AND METHODS IN FOREIGN LANGUAGE Only offered second semester		

ELECTIVES

C. PROFILE OF CURRENT STUDENT POPULATION

1. Distribution by College and Geography

The Intern Teaching Program encourages applicants from liberal arts colleges throughout the United States. The following list indicates the geographic distribution of the colleges from which the 1965 and 1966 entering interns received their Bachelor's degrees.

GEOGRAPHIC DISTRIBUTION OF INTERNS

	1965	1966
CALIFORNIA		
UCLA	1	
Pasadena College	1	
U. of California	1	
CONNECTICUT		
Yale U.	1	
S. Connecticut State		1
Wesleyan U.		1
DISTRICT OF COLUMBIA		
American U.	1	
Georgetown U.	1	
Howard U.		1
FLORIDA		
U. of Florida	1	
KANSAS		
Ottawa U.		1
LOUISIANA		
Southern U.		1
MAINE		
Bowdoin College		1
MARYLAND		
U. of Maryland	1	
Morgan State College		1
Johns Hopkins U.		2
St. Johns College		1
MASSACHUSETTS		
Amherst College	1	
Assumption College	1	
Harvard U.	1	
Mt. Holyoke College	1	1
Smith College	2	
Williams College	1	
Wellesley College		1
Boston College		1
Brandeis U.		1

	1965	1966
MICHIGAN		
Olivet College	1	
U. of Michigan	2	
Michigan State U.		1
MINNESOTA		
College St. Thomas	1	
MISSOURI		
Stephens College		1
INDIANA		
Earlham College	1	1
Purdue U.	1	
DePauw U.		1
Goshen College		2
Hanover College		1
Marian College		1
ILLINOIS		
Northwestern U.	1	
Wheaton College	1	1
Southern Illinois U.		1
IOWA		
St. Ambrose College	1	
NEW HAMPSHIRE		
U. of N. H.	1	
NEW JERSEY		
Rutgers University	1	1
Upsala College	1	
Bloomfield College		1
Monmouth College		1
NEW YORK		
College of New Rochelle	1	
LeMoyne College	1	
Oneonta (SUNY)	1	
Syracuse U.	1	
Wells College	1	
Albany-SUNY		1
Potsdam-SUNY		1
Rosary Hill College		1
N. Y. U.		1

	1965	1966
OHIO		
John Carroll	1	
Kent State	1	
Marietta	1	
Ohio Wesleyan	1	
U. of Cincinnati	1	
Western College	1	
Wittenberg	1	
Antioch	1	
OHIO		
Bluffton		1
Defiance		1
Kenyon		2
Oberlin		3
Ohio U.		1
SOUTH CAROLINA		
U. of S. Carolina	1	
Newberry	1	
VERMONT		
Middlebury	1	
U. of Vermont	1	
Lyndon State		1
Goddard		1
WISCONSIN		
U. of Wisconsin	1	1
VIRGINIA		
William & Mary		1
Randolph-Macon		1
WEST VIRGINIA		
West Virginia U.	1	
Davis & Elkins		1
RHODE ISLAND		
Brown	1	

	1965	1966
PENNSYLVANIA		
Albright	2	1
Beaver	1	
Bryn Mawr	1	
Chestnut Hill	1	
Delaware Valley		3
Dickinson	1	1
Drexel	6	6
Eastern Baptist	2	
F & M	2	1
Gettysburg		4
Grove City	1	
Immaculata	1	3
Juniata	4	3
Kings	4	1
LaSalle	1	4
Lebanon Valley	1	
Lincoln	1	3
Lycoming	1	
Mercyhurst		1
Messiah	1	
Miseracordia		1
Mt. Mercy	1	
Muhlenberg		1
Museum College of Art	1	
Penn State	3	3
St. Joseph's	1	
U. of Scranton		1
Susquehanna		3
Swarthmore		2
Temple U.	13	12
U. of Penna.	6	3
Ursinus	2	3
Villanova	1	1
Wilkes	1	
West Chester		1
Westminster		1
Wilson		1

PROFILE OF NATIONAL TEACHER EXAMINATION - Weighted Common Scores.

Members of the Intern Teaching Program who are teaching in the City of Philadelphia are required to meet the minimum requirement of a weighted common score of 540.

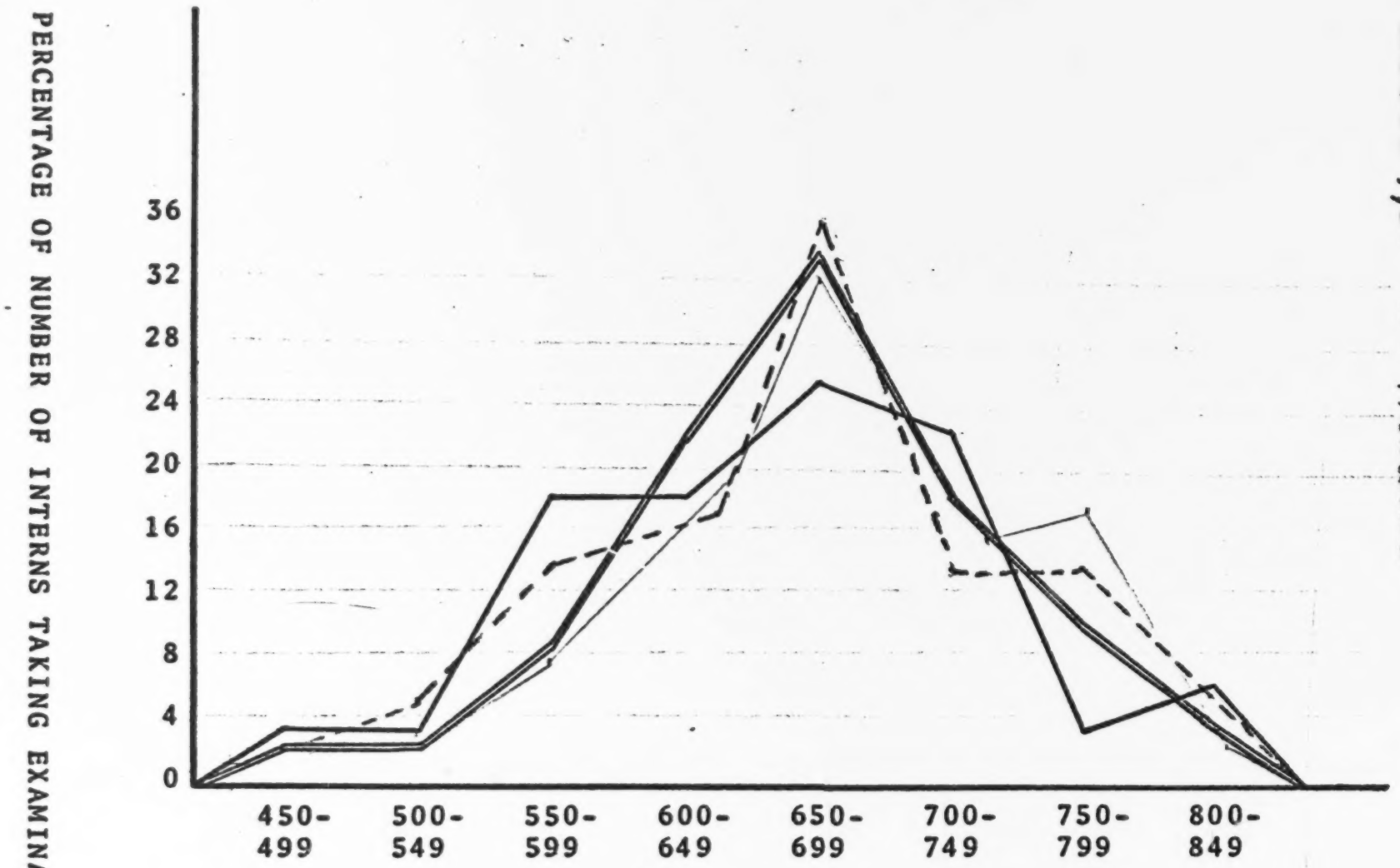
1964 - N=64 interns
1965 - N=93 interns
1966 - N= 103 interns
1967 - N= 41 interns
PERCENTAGE OF NUMBER OF INTERNS TAKING EXAMINATION
36
32
28
24
20
16
12
8
4
0
450-499
500-549
550-599
600-649
650-699
700-749
750-799
800-849
NATIONAL TEACHERS EXAMINATION - Weighted Common Scores

FIGURE #2